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ABSTRACT

The formative evaluation of the first year's implementation of the Enrichment Kindergarten program of the Des Moines, Iowa Independent Community School District involved 12 half-day enrichment sessions at six schools. Approximately 278 kindergarten students were served. Results of the evaluation indicated that over 96 percent of the budgeted amount of $165,000 was used. Students were screened for placement on a battery of tests including the Waupun Strategies in Early Childhood Education and a teacher evaluation form. A parent checklist was administered, as well as pre- and post-tests of the Metropolitan Readiness Tests and the Test for Ready Steps. Parent and teacher follow-up questionnaires were also administered. Classroom observation indentified factors affecting curriculum implementation, such as a higher student/teacher ratio and increased need for classroom management. Although teachers made extraordinary efforts to communicate with parents, some dissatisfaction was noted. Results suggested that although the program had an impact on social and emotional development, the academic impact was less clear. Suggestions for curriculum planning and testing were made. Appendices include lists of behavioral educational objectives; Strategies in Early Childhood Education Sequence of Performance Objectives; Teacher Evaluation Form; Parent Checklist; Observation Checklist; Teacher Follow-Up Questionnaire; and Parent Follow-Up Questionnaire. (GDC)

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ED280858

Report of Evaluation:

ENRICHMENT KINDERGARTEN PROGRAM

1985-86

Department of Evaluation, Research and Testing

Des Moines Independent Community School District

1800 Grand Avenue

Des Moines, Iowa 50307

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December 12, 1986

TM 870 184

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DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT
DEPARTMENT OF EVALUATION AND RESEARCH

Evaluation Abstract

December 12, 1986

PROJECT TITLE:	Enrichment Kindergarten Program
COORDINATOR:	Lavone Mann, Elementary Consultant
STAFF:	1 Coordinator 6 Full time equivalency teachers
OPERATIONAL SITES:	6 Elementary Schools: Brooks, Findley, Howe, Hubbell, Mann, Woodlawn
POPULATION SERVED:	Approximately 278 kindergarten students.
FUNDING:	Source: Education Improvement Program (Plan for Excellence). The amount expended represents 96.72% of the amount budgeted. Total Amount Budgeted: $165,000 Total Amount Expended: $159,592.52

CONCLUSIONS:

1. Budget: Although most of the monies budgeted for the program were utilized, records indicate that transportation costs were covered by general district operating funds. Failing to utilize appropriated funds complicates monitoring the accounts for the district as well as the program.

2. Identification: The enrichment screening committee is to be commended for the efforts taken to insure that the placement decisions were made on the basis of reliable and valid applications of the screening battery. Although the results indicate that about one half of the referrals scored higher on the Waupun than the criteria established for referrals, the results of the statistical analyses suggest that on the average, students who were accepted to the program scored lower on the Waupun than those who were not accepted.

3. Curriculum: Raising the student/teacher ratio for each session may have increased the strain on already limited physical facilities to adequately implement all of the components of the program. In addition, the increased need for classroom management during afternoon sessions limited opportunities for individual and small group activities.

   Enrichment instructors should also be commended for the creativity demonstrated in the application of the literature, problem solving, and critical and creative thinking emphases.

   Considerable emphasis was placed on social skill development in the classroom and was considered a particular strength of the program by both parents and teachers. Yet this element is not identified as an independent goal or target of the program. While all teachers addressed nutrition and safety and monitored daily work of students, there were inconsistencies in the emphasis and methods used to teach these areas.

4. Communication: Although parents voiced some dissatisfaction with the frequency with which they received feedback regarding the progress of their children, the limited number of parent responses makes it difficult to determine the extent of this dissatisfaction. Other data suggest

that enrichment teachers made extraordinary efforts to keep parents abreast of enrichment activities as well as student progress. The data also support the extent to which enrichment teachers communicate about the program among themselves, with the half day kindergarten teachers at the home schools, with other elementary teachers, and with the Elementary Consultant.

5. Effects: Although the results suggest that the enrichment program had an impact on the social/emotional development of students, the impact on academic preparation is less clear. This may have been a function of the instruments and procedures used to identify students for the program and to measure academic readiness.

RECOMMENDATIONS:

1. The Elementary Consultant should either insure that transportation expenses are charged to the program or eliminate transportation as a line item from the Enrichment Kindergarten Program budget.

2. The enrichment planning committee should review the impact of a higher student/teacher ratio and the increased need for classsroom management in afternoon sessions on the implementation of the program. If it is determined that these conditions jeopardize the implementation of the program, alternative solutions should be explored.

3. The planning committee should review the curriculum goals of the program. Special consideration should be given to incorporating social skill development as a program goal and to determining the relative emphasis each curriculum component should receive. Once this emphasis has been determined, the enrichment planning committee and instructors should determine curriculum activities that reflect this emphasis.

4. The following steps should be taken to improve measuring the impact of the program on academic preparation:
   a) The Elementary Consultant should work closely with the Department of Evaluation, Research, and Testing to develop instruments and scaling procedures that identify the target population and measure academic preparation more accurately and reliably.
   b) The enrichment planning committee should develop and implement a system to monitor the mobility patterns and actual participation in the program more closely. Such a system should include the number of times students change neighborhood schools, as well as enrichment centers, and the number of days actually spent in attendance in the enrichment program.
   c) A longitudinal evaluation of the program should be initiated. The ultimate success of the program should be based on the lasting effects of the program on the students' school success. This impact can only be determined through a longitudinal study.

A copy of the complete Evaluation Report is available upon request from the Department of Evaluation, Research, and Testing, 1800 Grand Avenue, Des Moines, IA 500307-3382.

INTRODUCTION

The Des Moines Independent Community School District is committed to improving the academic achievement of all students. Research has demonstrated that the earlier schools intervene to prevent poor student achievement, the more effective those interventions will be.[1] Therefore, a major component of the Plan for Excellence emphasizes establishing early identification and prevention programs.

The Enrichment Kindergarten Program was piloted in the fall of 1985 in response to this emphasis. It is a half day, supplemental program to provide additional reinforcement and extension of the foundational concepts and skills of the basic kindergarten program. This report describes the results of a formative evaluation of the first year's implementation of the progam.

PROGRAM DESCRIPTION

General Description

The Enrichment Kindergarten program was designed by a planning committee that included elementary administrators, teachers, and student service specialists (see Appendix A for a list of these members). In its first year, the program was coordinated by Lavone Mann, Elementary Consultant.

During the 1985-86 academic year, 12 half day sessions of the enrichment program were offered at 6 sites throughout the district. These sites were selected on the basis of enrollment figures and the availability of space. The sites included: Woodlawn, Howe, Findley, Hubbell, Mann, and Brooks elementary schools. Most of the remaining elementary schools were divided into 6 attendance areas that clustered around these targeted sites. Moulton school was reassigned to Hubbell, and Adams and Douglas were assigned to Brooks after the enrollment figures had been determined in order to balance the distribution of students at each enrichment kindergarten site (see Appendix B for a list of the schools in each attendance area).

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[1] Schweinhart, L. J. & Weikart, D. P. (1985). Evidence that good early childhood programs work. Phi Delta Kappan, 66 (8), 545-551.

Philosophy

The basic philosophy of the enrichment program is consistent with the regular kindergarten program. The ultimate goal is to allow students to "be what they are, and to become what they are capable of becoming." The following objectives were designed to facilitate this process:

1. to use the principles of growth and development as a foundation of teaching and learning;
2. to provide a planned, comprehensive program of experiences designed to develop the cognitive, affective, social, and psychomotor abilities of each child; and
3. to ensure that the school's learning environment facilitates productive thinking, learning, and living.

In addition, the enrichment program emphasizes development in the following areas:

1. Self concepts to meet new situations with confidence as they develop increased awareness of the world around them;
2. Language to develop skills in the use of language as a means of communication and self-expression;
3. Literature to enlarge vocabulary, stimulate imagination, develop listening skills, and broaden students views of the world;
4. Problem solving and critical and creative thinking skills will be incorporated as an integral part of the program; and
5. Large and small motor skills will be emphasized as well as good health and safety habits.

Curriculum

The curriculum of the Enrichment Kindergarten Program is based on the curriculum of the regular kindergarten program. The curriculum of kindergarten programs at all regular attendance centers includes the Strategies of Early Childhood Education (also known as Waupun) and a basic introduction to the academic content areas found in other grade levels (see Appendix C for an outline of

the instructional objectives for these content areas).

Waupun is a developmental approach to visual, auditory, verbal, and motor skill development. It is a comprehensive management system that includes 5 performance levels for each skill targeted. Students are screened and placed within the hierarchy according to observed instructional needs. Each level includes sequentially arranged objectives, recommended instructional strategies, and evaluation criteria. Teachers present a complete sequence of instruction, reinforce skill development, and confirm students' abilities to perform a particular objective independently before proceeding to the next skill level (see Appendix D for the sequence of performance objectives).

The curriculum of the enrichment kindergarten supplements (without duplicating) the curriculum presented in the regular kindergarten program in an attempt to reinforce and enhance student preparation for future academic success.

Placement

All district kindergarten students (approximately 2,737) were screened during the third week of the 1985-86 school year to determine where each should begin formal instruction. The screening battery included the assessment device for Level III of the Waupun which assesses visual, auditory, verbal, and motor skill development; a scissor-cutting task; a draw-a-person task; and a checklist of selected skills considered essential for success in kindergarten. Most of this information was recorded on the Teacher Evaluation Form (Appendix E).

Students who failed to meet the criteria for the third level of Waupun were referred for placement consideration. Each referral was reviewed by the building principal before it was forwarded to the placement committee. Placement decisions were made by a committee that included the enrichment kindergarten instructors and the Elementary Consultant. The student's teacher and principal from the regularly assigned attendance center were consulted when necessary.

Strict guidelines were followed to identify students in most need of the program. The

draw-a-person tasks from each attendance area were recorded by the enrichment instructors from another area to increase inter-rater reliability. Students were then ranked separately on each instrument of the assessment battery. Primary consideration was given to the auditory and verbal scores of the Waupun and to the Teacher Evaluation Forms. When two students demonstrated equal need for the program, but space was not available to accommodate both, the student from the class with the highest enrollment was selected for the program. Student sex and nationality were excluded from the evaluation process.

Once students had been identified, parents were informed and asked to provide more information about their child on the Parent Checklist (see Appendix F). Actual instuction began on October 7, 1985.

PLAN OF EVALUATION

Because the enrichment kindergarten was a pilot program during 1985-86, the program developers were particularly interested in validating the identification process, monitoring the consistency of the actual implementation of the program, and obtaining preliminary evidence of its impact or effects. The procedures and measures used to collect the data necessary to evaluate these areas are explained below.

Subjects

Because of the limited number of students in the program, and the possibility of attrition during the year, all students who were accepted into the program were included in this evaluation (N=245). Those students who were referred but not accepted into the program served as the comparison group to evaluate the identification process.

Each enrichment kindergarten session, at each enrichment center, was treated as the unit of analysis to monitor the consistency of the implementation of the program.

In addition to student data, the preliminary evaluation of the effects of the program was based on feedback from parents of students in the program and from the enrichment teachers. Parent follow-up surveys were sent to the parents or guardians of all students in the program. Seventy-three of the 245 surveys sent were returned which is a thirty percent return rate. Although this is a low percentage, the return rate does meet the minimum standard for a reasonably confident interpretation of the data. All of the enrichment teachers responded to a teacher follow-up questionnaire.

Instruments and Procedures

Identification Procedures

Evaluation of the identification procedures was based on the results of the measures included in the screening battery previously described. The assessment device associated with Waupun is designed to identify student performance relative to the 5 performance levels of the curriculum. Those students

who failed to meet the criterion performance for Level III were referred to the program. The results of the scissor-cutting and draw-a-person tasks were evaluated on a 4 point scale: 1= low fail, 2 = fail, 3=pass, 4=exceptional. The checklist of selected skills was generated by the enrichment planning committee. This committee reviewed a number of commercial and district assessment devices and selected items they felt measured kindergarten readiness skills. Each item was worth one point for a total of 31 possible points. Students' scores represent the number of incorrect responses.

Program Implementation

Curriculum. The technique used to monitor the implementation of the program was part of a systematic approach to curriculum review and development designed by Masem, Kiser, and Pelz.[2] This approach relies on a checklist that includes the fundamental, observable components of a program and a number of categories to indicate the status of each component. Each checklist, developed by a committee of individuals who are most knowledgeable about the program, is subject to the approval of all teachers involved in the program. While every effort was made to develop the checklist according to the procedures outlined by Masem et al., a number of factors made it necessary to modify the development process.

An attempt was made to assemble the planning committee to develop the montoring checklist; however, severe time limitations and scheduling conflicts made this meeting impossible. Instead, the program evaluator worked closely with the Elementary Consultant to identify the key components of the program. Attention was given to analyzing the goals and objectives of the program as well as the elements of the curriculum. A checklist was compiled on the basis of this analysis and presented to the planning committee and the enrichment instructors for review. All feedback was discussed and, when

[2] Masem, P.W., Kiser, L.L., & Pelz, J. W. (1985). Curriculum review and development: A practical approach. Ames Iowa: Ames Community Schools.

appropriate, incorporated into the checklist (see Appendix G).

Piloting the checklist was confounded by time constraints and the limited number of enrichment rooms available. Obtaining teacher consensus regarding the accuracy of the checklist and using a single observer were performed to strengthen the reliability and validity of the results.

Classroom observations were conducted by the program evaluator. Visits were scheduled at all sites for both morning and afternoon sessions. An approximate itinerary was presented to all instructors and their principals. Allowances were made for instructors who had scheduled special activities. All twelve sessions were observed for approximately 30-45 minutes. The identity of the teacher and site were anonymous. The results were summarized within and across morning and afternoon sessions.

Enrichment teachers supplemented these data with descriptive information. Specifically, teachers were asked to describe the frequency and use of literature and critical thinking skills on the Teacher Follow-Up Questionnaire (Appendix H).

Communication. Because this was the first year of the program, the enrichment planning committee was also concerned with the extent to which enrichment teachers promoted the program among parents and other elementary teachers. Evidence to describe these networks was obtained by the Parent Follow-Up Questionnaire (Appendix I) and the Teacher Follow-Up Questionnaire.

Program Effects

Pre- and Post-Test Comparisons. In addition to pre- and post-test comparisons on the Waupun and the checklist measures of the assessment battery, preliminary evidence of the effects of the program was based on a comparison of pre- and post-test results of the Metropolitan Readiness Test, the Test for Ready Steps, and placement recommendations. The Metropolitan Readiness Test is a standardized, skill-based assessment of the foundation skills important for early school learning. It is administered near the end of the kindergarten year to provide preliminary evidence of scholastic

readiness for the first grade.

The Test for Ready Steps is an individually administered battery of tests that is designed to determine children's readiness for the first level of a structured pre-reading program. It includes subtests to measure 10 reading readiness skills: auditory discrimination, instructional language, following oral directions, listening comprehension, sequencing, oral language development, general vocabulary, categorizing, using oral context, and letter/form discrimination.

Each subtest is scored independently; however, a negative composite score was formed by subtracting the sum of the scores on each of the subtests from the sum of the total possible scores on each subtest (total possible = 123). Since administration and scoring procedures of the oral language development subtest was exessively time consuming and complicated, it was omitted from the assessment process.

Placement Recommendations. The purpose of the enrichment program is to prepare high risk students for the first grade. Therefore, placement recommendations made in the spring also served as a measure of the effects of the Enrichment Kindergarten Program. Recommendations rather than actual placements were used to measure this variable and to control for attrition and discrepancies between recommendations and actual placement. Actual placement records were used in those cases for which recommendations were not listed. These changes may confound this variable; however, the number of substitutions was so few, they had only a minimal affect on the findings.

Parent and Teacher Follow-Up Questionnaire. The Parent Follow-Up Questionniare included an assessment of parents' perceptions of observed changes in their children and of attributions for those changes. Both parents and teachers were asked to comment on the strengths and weaknesses of the program and to offer suggestions for future improvements.

RESULTS

Budget and Expenditures

Table 1 lists the budget and expenditures of the Enrichment Kindergarten Program for the 1985-86 academic year. According to these figures, 96.72% of the monies budgeted for the program were actually expended during the academic year. The largest descrepancy between budgeted and expended figures occurred in the account for transportation. According to the Elementary Consultant, the $54.81 expended was actually monies to cover supplies and materials that were erroneously charged to the transportation account. Therefore, all of the transportation costs for the enrichment program were absorbed in the general district transportation budget.

Table 1. Enrichment Kindergarten Budget and Expenditures 1985-86

Item	Budget Appropriation	Expenditures	Balance
Salaries and Benefits	$126,000	$124,936.55	+$1,063.45
Transportation	$3,500	$54.81	+$3,445.19
Furniture (Additional)	$35,500	$34,601.16	+$898.84
Total	$165,000	$159,592.52	+$5,407.48

Services Provided

Approximately 278 students were served by the program in 1985-86. Although the number of students was unequally distributed between males (55.75%) and females (44.24%), this distribution was not significantly different from the distribution of male and female students in the general kindergarten population of the district.

Data were available to compare the ethnic distribution of students placed in the program to the ethnic distribution for the half day kindergarten population in general. The expected ethnic distribution for the enrichment program was calculated from the ethnic distribution of the district (as

measured by the district's ethnic codes), total elementary enrollment, and the total enrichment kindergarten enrollment. The expected frequencies were then compared to the actual frequencies observed in the program (see Table 2). Statistical procedures failed to indicate significant differences between the expected and observed ethnic distributions.

Table 2. Expected and Observed Ethnic Distributions for the Enrichment Kindergarten Program

Ethnic Group	Expected Frequency	Observed Frequency
American/Alaskan Indian	.88	2
Black	31.28	55
Asian/Pacific Islander	10.71	5
Hispanic	4.89	3
White/Non Hispanic Origin	230.24	212

Of the 202 students for which data were available, about one half (49.01%) had some preschool experience. Although there were no significant differences in preschool experience between male and female students or among ethnic groups, statistically significant differences were noted between enrichment centers.[3] Comparing the observed frequencies to the expected frequencies suggests that considerably fewer students referred in the Brooks attendance area reported preschool experience prior to kindergarten (see Table 3).

The program was originally designed to serve 20 students per site per session. Slight deviations from this design were allowed to accommodate students who moved to different attendance centers. The average class size was 22.4. The average class size of the afternoon sessions was slightly higher (22.83) than the morning sessions (22.167). Eligible students who moved to an attendance center that had a full enrollment were placed in the program at the new site when an opening became available.

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[3] ($\chi^2 = 22.58$, $p = .0004$).

Table 3. Expected and Observed Frequencies of Preschool Experience by Enrichment Site

		Brooks	Findley	Howe	Hubbell	Mann	Woodlawn
No Preschool Experience	Expected	18.87	21.93	20.40	17.34	15.30	9.18
	Observed	29.00	26.00	19.00	14.00	11.00	4.00
Preschool Experience	Expected	18.13	21.07	19.60	16.66	14.70	8.82
	Observed	8.00	17.00	21.00	20.00	19.00	14.00

Identification Procedures

Enrichment Kindergarten Referrals

Descriptive Information. A total of 431 students were considered for placement in the enrichment program. Table 4 illustrates the breakdown of referrals by the sex of the student. Although referrals were evenly distributed among the sexes, data were not available to compare the distribution of enrichment referrals to the distribution of sexes among kindergarten students in general.

Table 4. Distribution of Male and Female Students Referred to the Enrichment Kindergarten Program

	N	%
Males	230	53.36
Females	201	46.64
Total	431	100.00

The ethnic distribution of referrals was also analyzed. The expected ethnic distribution for the enrichment program was calculated from the ethnic group of the district, half day kindergarten enrollment, and the number of enrichment kindergarten referrals. The expected frequencies were then compared to the actual frequencies observed among referrals, adjusting for the number of referrals without ethnic codes (see Table 5).

Significant differences were found between these frequencies.[4] The observed frequencies suggest that the greatest differences occurred between the expected and observed frequencies for Blacks, Asian/Pacific Islanders and Whites/Non Hispanic Origin. Although there were considerably more Black students referred, there were considerably fewer students of Asian/Pacific Islander and White/Non Hispanic origin.

Table 5. Expected and Observed Ethnic Distributions for Students Referred to the Enrichment Kindergarten Program

Ethnic Group	Expected Frequencies	Observed Frequencies
American/Alaskan Indian	1.29	3
Black	45.79	76
Asian/Pacific Islander	15.67	7
Hispanic	7.16	6
White/Non Hispanic Origin	337.08	315

The primary criterion for referral to the enrichment program was failing to reach Level III of the Waupun assessment instrument. This suggests that students referred to the program should score less than or equal to Level II on the Waupun. The analysis of the Waupun scores for referrals indicates that 44.3% of the referrals had a score of III on the Waupun. The other 55.7% scored at Level II. These results also indicate that 115 students did not have Waupun scores. This discrepancy may reflect those students who were not included in the original assessment but were served by the program during the year. The inclusion of these students represents a potential bias to the results; however, the total number of cases, excluding these 115, is still over 300 which suggests that the bias would probably be slight.

Students Who Were Referred But Not Accepted vs. Students Who Were Accepted

Descriptive Information. Two hundred seventy eight (64.5%) of the students who were referred

[4] ($\chi^2 = 28.64$, $p = .001$).

were accepted to the enrichment program. Table 6 presents the breakdown of the students who were accepted and not accepted by sex. Statistically significant differences were not found between the distribution of male and female students among students who were accepted and those not accepted to the program.

Table 6. Distribution of Sex Among Students Accepted and Not Accepted to the Enrichment Kindergarten Program

	Males	Females	Total
Not Accepted	75	78	153
Accepted	155	123	278
Total	230	201	431

Statistically significant differences were found between the racial distributions of accepted and not accepted students.[5] Table 7 suggests that this difference is due primarily to the differences between accepted and not accepted Black, White/Non Hispanic Origin, and students without ethnic codes.

Table 7. Ethnic Distribution of Students Accepted and Not Accepted to the Enrichment Kindergarten Program

Ethnic Group	Accepted	Not Accepted	Total	% Accepted
No Code	1	23	24	4.17
American/Alaskan Indian	2	1	3	66.67
Black	55	21	76	72.36
Asian/Pacific Islander	5	2	7	71.43
Hispanic	3	3	6	50.00
White/Non Hispanic Origin	212	103	315	67.30

Screening Battery. The Mann-Whitney *U* test was used to look for differences between students who were accepted and not accepted on the measures in the screening battery. The Mann Whitney *U* test looks for notable differences in the distribution of scores on a particular measure between two

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[5] (χ^2 =41.993, p = .0001.)

groups. These results were verified with chi square tests (X^2) which compare expected frequencies to actual observed frequencies.

Table 8 illustrates the results of these statistical procedures. Significant differences were found between students who were accepted and not accepted to the program on 3 of the 4 measures in the screening battery. Negative results for the Waupun and draw-a-person task indicate that students who were accepted to the program scored significantly lower than students who were not accepted to the program on these measures. Because scores on the checklist reflect the number of items students missed, the negative results of the statistical tests indicate that students who were accepted to the program missed significantly more items than those who were not accepted to the program.

Table 8. Differentiation Between Students Accepted and Not Accepted to the Enrichment Kindergarten Program

Screening Test	Mann-Whitney U	Chi Square (X^2)
Waupun	-3.374 ($p < .0003$)	10.625 ($p = .0011$)
Checklist	-9.271 ($p < .00003$)	147.387 ($p = .0001$)
Cutting Task	-6.616 ($p < .00003$)	43.872 ($p = .0001$)
Draw-A-Person Task	-1.034 ($p = .1515$)*	31.257 ($p = .0001$)

*Does not support a significant difference

The results of the Mann-Whitney *U* test failed to support significant differences between these groups on the draw-a-person task. However, statistically significant differences were noted on this measure with the X^2 test. Given the nature of this instrument, these results may be considered as tentative support of a demonstrated difference. The negative relationship noted in the results of the Mann-Whitney *U* test suggest that this difference is consistent with the results of the other measures in the screening battery.

Program Implementation

Curriculum Implementation

Observation Checklist. The results of the observation checklist indicate that, as expected, the

observable physical components of the program were consistent between the morning and afternoon sessions; however, the results did reveal notable differences from site to site. In particular, implementation of the program at one building was severely hindered by insufficient space for "simultaneous activities".

Some differences were noted in the implementation of the curriculum between morning and afternoon sessions. Afternoon sessions required a greater degree of classroom management, consequently, more time was spent in whole group activities.

Discussions with the teachers revealed variations in the implementations of "monitoring daily work." Some teachers employed behavior charts that were posted and utilized as a classroom management technique. Some kept comprehensive folders of student work to monitor student development and others did both.

Observations noted in the "comments" column of the checklist were particularly informative. Every instructor devoted a considerable amount of time to social skill development. Although this might be considered an element of self concept, the emphasis it received suggests that social skill development should be recognized as an independent goal of the program.

Additional comments clarified and enhanced the observations. For example, while instruction in nutrition and safety was observed at most sites, comments suggest that this instruction took the form of colorful posters rather than direct instruction.

Teacher Follow-up Questionnaire. The results of the Teacher Follow-Up Questionnaire indicate that all of the teachers reported daily use of literature in a variety of ways. For example, literature was used to introduce other activities, build vocabulary, stimulate creativity, develop listening skills, and encourage reading for pleasure.

Similarly, activities to promote critical thinking and problem solving skill development were incorporated into daily activities. The instructors demonstrated exceptional creativity in the

activities. For example, cooking, science experiments, dramatic play, open-ended literature, puzzles, classification games, and class discussions were used to demonstrate measurement, promote learning through discovery, and encourage decision making.

Communication

In addition to the curriculum, the enrichment program emphasized communication with the parents and regular half day kindergarten teachers. These issues were addressed on the teacher and parent follow-up questionnaires. Teachers were asked to indicate the average number of parent/teacher contacts made in a variety of methods per student. The results in Table 9 indicate that the enrichment program newsletters were the most frequently employed method of parent/teacher communication.

Table 9. Average Parent/Teacher Contacts Per Student

Method	Average Contacts Per Student
In school parent/teacher conferences	1.58
Enrichment program newsletter	12.25
Notes other than newsletter	3.48
Phone calls	1.58
Home visits	0

Parents were asked to indicate the frequency with which they were informed of their children's progress in the enrichment program as well as enrichment kindergarten activities. The results were consistent with expectations (see Table 10). Given the frequency of the distribution of enrichment newsletters, parents should have, and did, receive frequent feedback concerning enrichment activities. It should be noted that all of the parents who responded to this item received some information concerning enrichment activities. Student progress reports are typically disseminated on a periodic basis. Since the greatest percent of respondents reported receiving frequent progress updates, enrichment teachers may have supplemented the standard periodic reports.

These results should be interpreted with some caution. The categories used as alternative responses were subject to some interpretation by the respondents. That is, the same number of parent/teacher contacts may have been interpreted as "periodic" by some parents and as "frequent" by others.

Table 10. Parent Perceptions of Parent/Teacher Contacts
(Percent of Respondents)

Frequency	Enrichment Activities	Student Progress
Frequently	61.90	45.31
Periodically	28.57	37.50
Rarely	9.52	14.06
I was not informed	0	3.12

To get an indication of the communication networks among the enrichment teachers, they were asked to indicate the frequency with which they conferred among themselves and with other elementary staff about the enrichment program. The results suggest that, as expected, the communication networks among the enrichment teachers and between the enrichment teachers and the Elementary Consultant were highly developed (see Table 11). All of the enrichment teachers conferred with teachers of the regular half day program at least once a month. The extent to which enrichment teachers conferred with other elementary school teachers about the program appears to be split: while one half of the enrichment teachers discussed the program with other elementary teachers every week or two, the other half conferred less than once a month.

Table 11. Enrichment Teacher/Staff Communication Networks
(Frequency of Respondents)

Frequency	Other Enrichment Teachers	Half Day Kindergarten Teachers	Other Elementary Teachers	Elementary Consultant
Daily	0	0	3	0
Weekly	3	1	1	1
Bi-weekly	3	2	0	4
Monthly	0	3	0	1
Less than every month	0	0	2	0

Outcome Evaluation

Pre- Post-Test Measures

The Test for Ready Steps and the Waupun assessment were administered to measure student progress at the beginning and end of the year. The Wilcoxon signed rank test was used to look for statistically significant differences between these test results. The results of the statistical analysis indicate that enrichment students made significant improvement on both the Waupun[6] and the Test for Ready Steps.[7]

Pre- and post-test results for the Waupun were also available for some of the students who were not accepted to the program. Results of the Wilcoxon signed rank test also indicated significant improvement across the year.[8]

The Mann-Whitney *U* test was applied to the differences between pre- and post-test results of the Waupun assessment to determine if the improvement in Waupun scores between those students who were accepted and those who were not accepted to the program was significantly different. Although the difference scores for students who were not accepted to the program were generally less than the scores for those who were accepted, these differences were not statistically significant.

Placement Recommendations

The primary purpose of the enrichment program is to prepare high risk students for first grade. Therefore, another measure of the effects of the program is the placement recommendations made at the end of the year. Table 12 displays the distribution of placement recommendations. Only about one half of the students who participated in the enrichment program were referred to the first grade. The

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[6] (Z = -12.143, p< .00003).

[7] (Z = -12.452, p<.00003).

[8] (Z = -8.819, p<.00003).

other half were referred to other remediation programs. About one half of the students who were not recommended for first grade were referred to the K-1 Transition program. Another 6.50% were recommended for an additional year in the Enrichment Kindergarten Program.

Table 12. Distribution of Placement Recommendations

Placement	Count	Percent
Grade 1	150	54.15
K-1 Transitional	63	22.74
Enrichment Kindergarten	18	6.50
Regular Kindergarten	8	2.89
Behavior Disorders	1	.36
Physically Impaired	1	.36
Learning Disorders	1	.36
Mental Disorders	1	.36
No Recommendation	34	12.27

Parent Follow-Up Questionnaire

Parents were asked to describe major changes observed in their children since the beginning of school. Classification of these responses was subject to the interpretation of the evaluator; however, most dealt with either academic skill or social/emotional development (see Table 13). While 3 comments reflected negative growth, these results must be interpreted with caution. Not all respondents completed this item. Those that did often listed more than one area of improvement. Therefore, these results must be considered descriptive at best and should not be interpreted as representative of the entire population.

Table 13. Breakdown of Parental Observation of Child Development

Development	Count	Percent
Academic	29	31.87
Maturity (independence, self discipline, responsibility)	19	20.88
Confidence/Pride	9	9.89
Social Skills (overcoming shyness)	18	19.79
Motivation	12	13.79
General Attitude	1	1.10
Negative Development (negative attitudes toward school, increased behavior problems)	3	3.30

A follow-up question asked parents to indicate the primary source for these developments. The results indicate that the highest percentage of respondents attributed their child's development to participation in the enrichment program (see Table 14). Normal development and participation in kindergarten in general were the categories with the second highest percentages. Note that these results were not adjusted for the three negative responses observed in the previous question. Because they would require a negative interpretation of this question, the presence of the three responses may have inflated these results slightly.

Table 14. Parent Attributions for Child Development

Attribution	Frequency	Percent
Participation in pre-kindergarten experiences	2	2.70
Participation in regular kindergarten	8	10.81
Participation in enrichment kindergarten	31	41.89
Normal development	10	13.51
Other (please specify)		
All of the above	2	2.70
School in general	3	4.05
Kindergarten in general	9	12.16
Quality of the teacher	1	1.35
Work at home	2	2.70
Kindergarten and normal development	4	5.40
No response	2	2.70

Strengths

Both parents and teachers were asked to comment on the strengths and weaknesses of the program (see Table 15). Again, these were open ended questions which were broken into categories at the discretion of the evaluator. There was considerable overlap in the categories and may have been slight differences in the interpretation of the categories between parents and teachers. For example, the highest percentage of teacher responses occurred in the category of "all day experience" which was interpreted as increased opportunities for learning. Although directly specified in only 9.2% of the parent responses, increased opportunities for learning may have been reflected in the parent responses for "academic preparation".

Attention to social/emotional development was considered a particular strength by both groups.

Parents also felt that the individual attention their children received was particularly helpful. Teacher responses regarding the student/teacher ratio reflected appreciation for the ability to allow students to begin learning at their particular level.

Table 15. Teacher and Parent Perceptions of Strengths of the Enrichment Kindergarten Program

Strength	Teachers (n=16)	Parents (n=87)
Academic preparation	No response	26.44
Extensive use of literature	12.50	No response
Diverse curriculum	6.25	No response
Social/emotional development	25.00	14.24
Individual attention (student/ teacher ratio)	6.25	20.69
All day experience (increased opportunities for learning)	31.25	9.20
Staff	6.25	10.34
General preparation (make up for lack of preschool experience)	6.25	16.09

Weaknesses

Parents were particularly concerned about the limited number of enrichment classes and parent/teacher contacts. Parents were not pleased with the fact that students had to be bused to participate in the program and would have liked programs offered in the home school. Consistent with previous results, parents would have appreciated more frequent updates on their children's progress.

There also appears to be considerable concern about the strain of participating in a full day program. On the other hand, many parents believed that the enrichment curriculum was not challenging enough. They expressed concern that the enrichment program placed too much emphasis on playing and preschool basics rather than academic preparation for the first grade. Given the limited

number of responses, these results cannot be interpreted as representative of all of the parents of children in the enrichment program. They do, however, suggest areas for further exploration.

There was a wide variety of responses to this item on the Teachers' Follow-up Questionnaire (see Table 16). Failing to find one area that all teachers felt was weak suggests that the instructors do not see an overwhelming problem with any specific part of the program.

Table 16. Teacher and Parent Perceptions of Weaknesses in the Enrichment Kindergarten Program (Percent of Responses)

Area of Weakness	Teacher (n=11)	Parent (n=35)
Curriculum (less rigorous, more play than learning, emphasizes preschool basics)	No response	13.95
Parent/teacher communication	No response	27.91
Scheduling (limited time in enrichment program, day too long)	9.09	18.60
Social/emotional (outsider at enrichment center, must return to uncaring home school environment, limited heterogeneity)	18.18	9.30
Limited offerings (too few sites, limited enrollments, busing)	18.18	27.91
Student/teacher ratio	9.09	2.32
Identification procedures (fail to identify the students with the greatest need)	18.18	No response
Inadequate help and planning time	18.18	No response
No weaknesses evident	9.09	No response

Recommendations

Parents and teachers offered a number of suggestions to improve the program, many of which were related to the weaknesses identified above (see Table 17). The greatest percentage of recommendations made by parents was related to increasing parent/teacher communication and increasing the number of enrichment classes. Parents suggested encouraging more parents to get involved with the enrichment program, to increase parent/teacher communication, and to provide addtional support to teachers. Increasing the number of enrichment classes would decrease the need for busing and would allow the program to serve more needy students. Teachers recommended examining the identification procedures to insure that they more accurately identify those students for which the program was designed. They also recommended reducing the class sizes to 18 and requested additional teacher support.

Table 17. Parent and Teacher Recommendations for the Enrichment Kindergarten Program (Percent of Responses)

Recommendations	Teacher (n=14)	Parent (n=41)
Communication	7.14	26.83
Encourage parent involvement	No response	9.83
Identification procedures	35.71	4.88
Teacher support (materials, assistance for teachers and for bus drivers)	21.43	7.32
Increased individual attention (reduce student/teacher ratios)	28.57	7.32
Scheduling		
Bus schedules	7.14	No response
More enrichment classes	No response	31.71
Shorter classes	No response	4.88
Curriculum (increase rigor)	No response	7.32

CONCLUSIONS

Student records, in-class observations and parent and teacher feedback provided an adequate description of the first year's implementation of the Enrichment Kindergarten Program. The goals, philosophy, and curriculum of the program served as the standard to evaluate the extent to which the program was implemented as designed.

Program Implementation

Budget

Although most of the monies budgeted for the program were utilized, records indicate that transportation costs were covered by general district operating funds. Failing to utilize appropriated funds complicates monitoring the accounts for the district as well as the program.

Identification Procedures

The enrichment screening committee is to be commended for the efforts taken to insure that the placement decisions were made on the basis of reliable and valid applications of the screening battery. Although the results indicate that about one half of the referrals scored higher on the Waupun than the criteria established for referrals, the results of the statistical analyses suggest that on the average, students who were accepted to the program scored lower on the Waupun than those who were not accepted. The fact that students either scored at Levels II or III on Waupun suggests that most of the students who were selected met the primary criteria for referral to the program.

Curriculum Implementation

The results of the observation checklist identified factors that may have affected the implementation of the program. In particular, raising the student/teacher ratio for each session may have increased the strain on already limited physical facilities to adequately implement all of the components of the program. In addition, the increased need for classroom management during afternoon sessions limited opportunities for individual and small group activities.

Combined, the data attest to the emphasis placed on literature, problem solving, and critical and creative thinking. In fact, enrichment instructors should again be commended for the creativity demonstrated in the application of these emphases.

The data also identified factors that have significant implications for the enrichment kindergarten curriculum. For example, considerable emphasis was placed on social skill development in the classroom and was considered a particular strength of the program by both parents and teachers. Yet this element is not identified as an independent goal or target of the program. While all teachers addressed nutrition and safety and monitored daily work of students, there were inconsistencies in the emphasis and methods used to teach these areas.

Communication

Although parents voiced some dissatisfaction with the frequency with which they received feedback regarding the progress of their children, the limited number of parent responses makes it difficult to determine the extent of this dissatisfaction. Other data suggest that enrichment teachers made extraordinary efforts to keep parents abreast of enrichment activities as well as student progress.

The data also support the extent to which enrichment teachers communicate among themselves and with the half day kindergarten teachers at the home schools. There also appears to be well developed communication networks between enrichment teachers, other elementary teachers , and the Elementary Consultant.

Effects

Although the results suggest that the enrichment program had a significant impact on the social/emotional development of students, the impact on academic preparation is less clear. This may have been a function of the instruments and procedures used to measure academic readiness.

Students who were accepted to the program did appear to make significant improvement on the Test for Ready Steps and Waupun; however, these results must be interpreted with caution. The

measurement of academic abilities among preschool children is extremely unreliable. The unreliability is frequently compounded by methods that challenge the validity of the instrument. For example, a composite score for the Tests for Ready Steps was generated by subtracting the total number of points correct from the total number of points possible without adjusting for the relative weights of each of the subtests involved. Consequently, scores are biased by those subtest scores with the greater number of possible points. When the test factor was controlled, the improvement made by students who participated in the program was not signficantly different from those who did not participate in the program.

In addition, only one-half of the students who participated in the program were recommended for placement in the first grade. This suggests that either the identification procedures did not adequately discriminate between students for whom the program is designed and students with more extreme remedial needs, or that the program had little effect on the academic preparation of students who participated.

RECOMMENDATIONS

The following recommendations are based on the conclusions drawn above:

1) To provide a more accurate picture of the expenses of the program the Elementary Consultant should either insure that transportation expenses are charged to the program or eliminate transportation as a line item from the Enrichment Kindergarten Program budget.

2) The enrichment planning committee should review the impact of a higher student/teacher ratio and the increased need for classsroom management in afternoon sessions on the implementation of the program. If it is determined that these conditions jeopardize the implementation of the program, alternative solutions should be explored.

3) The planning committee should review the curriculum goals of the program. Special consideration should be given to incorporating social skill development as a program goal and to determining the relative emphasis each curriculum component should receive. Once this emphasis has been determined, the enrichment planning committee and instructors should determine curriculum activities that reflect this emphasis.

4) The following steps should be taken to improve measuring the impact of the program on academic preparation:

a) The Elementary Consultant should work closely with the Department of Evaluation, Research, and Testing to develop instruments and scaling procedures that identify the target population and measure academic preparation more accurately and reliably.

b) The enrichment planning committee should develop and implement a system to monitor the mobility patterns and actual participation in the program more closely. Such a system should include the number of times students change neighborhood schools, as well as enrichment centers, and the number of days actually spent in attendance in the enrichment program.

Appendix A: Enrichment Kindergarten Planning Committee

Enrichment Kindergarten Planning Committee

Name	Position
Jane Daniels	Kindergarten Teacher, Pleasant Hill
Sue Donielson	Director of Curriculum
Dorla Eisenlauer	Principal, Howe Elementary School
Judith Gardner	Coordinator, Speech/Language Service
Jacquelyn Harris	Kindergarten Teacher, Garton
Ann Laurence	Pre-School Coordinator, Community and Adult Education
Linda McMahon	Kindergarten Teacher, Lovejoy
Lavone Mann	Elementary Consultant
Betty Minor	Coordinator, Head Start
Joan Sherman	Principal, McKee School
Pat Sievers	ESL Kindergarten Teacher, Hanawalt
Karen Sznajder	Consultant, Pre-School Handicapped Program

Appendix B: Enrichment Kindergarten Attendance Areas

ENRICHMENT KINDERGARTEN ATTENDANCE AREAS AND PROGRAM SITES

Westside

Moore
*Woodlawn
Hillis
Rice-Monroe
King-Perkins
Windsor
*Hubbell
Hanawalt
Greenwood
Edmunds
Longfellow
Moulton

Southside

Park Avenue
McKinley
* Howe
Jackson
Granger
Jefferson
Lovejoy
Wright
Mitchell
Watrous
*Mann
Studebaker

Eastside

Oak Park
*Findley
Madison
Cattell
Wallace
Garton
Douglas
Adams
Phillips
McKee
Stowe
Lucas
*Brooks
Willard
Pleasant Hill

*Enrichment Kindergarten Sites

LEVEL I MOTOR SENSORY ACTIVATION

VISUAL - LEVEL I

1. Near and Far Vision: By holding two familiar objects at near and far (maximum of 8 feet) points, child will be able to identify the objects being shown.
   (NOTE: After repeated attempts, children who exhibit difficulty in distinguishing objects at near and far points may be in need of more extensive visual testing.)

2. Child will be able to match like colors given a selection of three.

3. Child will be able to categorize objects as being big or little.

4. Child will be able to match three geometric shapes (triangle, circle, square).

5. Child will be able to complete three piece form board. (Puzzle having three isolate pieces.)

AUDITORY - LEVEL I

1. Child can perceive sounds within the normal range of an audiometer. Community resources should be used.

2. Child can indicate an awareness of the sounds around him/her.

3. Child can indicate direction of sustained sounds, i.e., radio, ticking or timer, tape recorder, tone bars, clapping blocks. (Point or face sound.)

4. Child can indicate direction of isolated sounds, (tones-once, blocks clapping, clap of hands).

5. Child can indicate absence of sound, i.e., tape recorder, tape player, (turn off abruptly).

6. Child can indicate awareness of gradual decrease in sound (use tape player or tape recorder).

7. Child can hear and repeat nonsense words after hearing once, i.e., boom-boom, da-da, tick-tick, ma-ma, pa-pa, zip-zip. (5 of 6) (Disregard articulation errors.)

MOTOR - LEVEL I

1. Child can throw an eight inch ball.

2. Child can crawl in a rhythmic coordinated cross pattern (left hand, right knee-right hand, left knee) moving his/her body along a prescribed distance of 15 feet.

3. Child can kick a stationary ball placed 6" in front of him/her a distance of 6 feet, two out of three times.

4. Child can hold own weight from a chinning bar for five seconds.

5. Child can raise legs off the floor from a prone position, holding for eight seconds.

6. Child can tear paper at least 4" x 6" in size.

MOTOR - LEVEL I - continued

7. Child can crumple 1/2 piece of newspaper using two hands.

8. Child can model a simple object from play-dough, such as a ball, snake or pancake, etc.

9. Child can scribble spontaneously with a crayon on a large piece of paper covering at least 75% of the paper.

10. Child can string four large beads within a two minute time period.

11. Child can build a 5-cube tower using 5 1 inch cubes.

12. Child can build a bridge using 3 one inch cubes.

13. Child can locate eyes, nose and mouth.

VERBAL - LEVEL I

1. Child will be able to produce accurately and clearly the following five initial consonants: p, b, m, n, w.

2. Child can use the pronoun "me." Child identifies self in mirror as me.

3. Child can say own name when asked, "What is your first name?"

4. Child can say familiar adult's name when asked, "What is my name?"

5. Child can verbalize the concept of "Belonging to" when asked, "Whose coat (toys, shoes, etc.) is this by responding "mine" or "Mommy's."

6. Child can use nouns as a one word response in response to "What is this?" or "Who is this?" using concrete objects or persons present.

7. Child can use verbs as a one word response in response to examiner performing a simple action and asking. "What am I doing?"

8. Child can verbalize the concept of more than one. When body part pairs are indicated, the child will verbalize (foots or two foots, eyes, ears, etc.)

LEVEL II REFLEXIVE-SENSORY TRACKING

MOTOR SPATIAL AWARENESS

VISUAL - LEVEL II

1. Give a selection of three colors; child can find appropriate color when provided with the name of the color. (Use red, yellow, blue, orange and green, but only present three colors at a time.)

2. Given a selection of four familiar objects, child can find appropriate object when provided with the name of the object.

3. Child can match an object to a picture of that object from a field of five.

4. Child can sort objects or pictures into two distinct categories. (Example: round and not round.)

5. Child will be able to reproduce simple three step patterns using beads, pegs, shapes, objects, etc., in correct sequence.

6. From a field of three objects, child can determine when object has been removed.

7. Child can assemble an 8 piece noninterlocking puzzle together to form a simple picture.

8. Child can match eight of ten two dimensional cutout shapes to their outlines within a relatively short period of time.

9. Child can fix eyes on a stationary target placed in four different positions (left, right, up, down) for a period of ten seconds.

10. Child can track a thumbtack on the end of a pencil with both eyes without moving his/her head as the examiner moves the object horizontally and vertically.

AUDITORY - LEVEL II

1. Child can, after hearing two separate sounds played on a drum, reproduce a loud sound and a soft sound without identifying them.

2. Child can hear and tell whether two sounds are the same (yes or no response). Use the actual object. Child must get 4 of 5 right, i.e., drum-drum, drum-bell, bell-tambourine, bell-bell, tambourine-drum.

3. Child can, when given three sets of canisters, match the sounds by shaking them. Must get 3 out of 3 sets. (i.e., popcorn, water, safety pin, eraser, penny, gravel, styrofoam, and empty)

4. Child can hear a direction given in a normal tone of voice and respond through movement. (Example: Jim, please stand. Jim, walk to the/she door.) (Respond immediately.)

AUDITORY - LEVEL II - continued

5. Child can hear a series of two related directions given in a normal tone of voice and respond through movement. (Must do 3 out of 3 series correctly.)

6. Child can hear a series of two unrelated directions given in a normal tone of voice and respond through movement. (Must do 3 out of 3 series correctly.)

7. Child can upon hearing a sound, find the corresponding concrete object or picture. Three related pictures must be within view. (Must have 8 out of 10 successful attempts.) Use animal, home and neighborhood sounds.

8. Child can hear and recall a series of three unrelated sounds, words and digits, after hearing them once.

MOTOR - LEVEL II

1. Child can throw an 8 inch ball overhand using two hands.

2. Child can put together two-piece interlocking puzzles.

3. Child can locate body parts--head, ears, eyes, mouth, shoulders, elbows, hips, ankles, feet.

4. Child can walk 20 paces ahead, backwards and sideways with body erect.

5. Child can run on a straight 12 inch wide path, 20 paces long, without stepping outside the path.

6. Child can jump over an object of midcalf height and maintain balance.

7. Child can walk up 5 steps, using alternating feet with the help of a railing or holding one hand.

8. Child can roll a ball fast and slow a distance of 6 feet or more.

9. Child can trace outside a large template, triangle, circle, square.

10. Child can copy a circle.

11. Child can copy a plus.

12. Child can snip with scissors holding the paper himself or herself.

VERBAL - LEVEL II

1. Child will be able to produce the six initial consonants: d, t, g, k, j, f.

2. Child can say the proper first names of members of immediate family when asked, "What are the names of the people in your family?" or, "Tell me Mommy's first name, your sisters' names, etc."

3. Child can say own first and last name.

4. Child can name 8 of 10 basic household objects, 8 of 10 foods and 8 of 10 animals when presented with pictures or line illustrations.

VERBAL - LEVEL II - continued

5. The child can use the pronoun "you" when asked, "Who is your teacher?"

6. Child can verbalize more than one by the use of number of (s) when changing from the regular to the plural. Show child one object for identification and then add another object and ask for identification.

7. Child can use a descriptor adjective with a noun as in, "This is a big circle."

8. Child can describe an object by telling its use in response to "What is this for?" or "What do we do with this?" (Teacher indicates: stove, chair, T.V., etc.)

9. Child can tell what is happening in a simple action picture by using noun-verb phrase. (Example: boy swimming, children playing.)

10. Child can recall immediate experiences with meaningful response four of five times. (Example: "What did you have for breakfast?" "What game did we just play?"

11. The child can imitate the action of the adult and repeat what the adult states in relation to the following concepts. (top, next to, around, toward, up, in front of, in back of, high, apart, inside, on, in, off, under, on top of, near, together, outside, out of, away from.)

LEVEL III REPRESENTATIONAL

VISUAL - LEVEL III

1. When given a key picture, child can find pictures that are associated with it. (Example: boots, umbrella, raincoat, etc.)

*2. (1)Child can, from a diffused background, outline six of ten items regardless of ther size or position.

*3. (2)Child can form five figures by connecting dots which are given as contextual clues.

*4. (3)Child can visually discriminate similar objects in nine of ten exercises.

5. Child can piece together a 12-14 piece puzzle.

6. Child can match an isolated alphabet letter to the correct letter from an array of 3 letters.

7. Child can match an isolated numeral to the correct numeral from an array of 3 numerals.

8. Child can recognize first name in lower case letters - (Jane).

AUDITORY - LEVEL III

1. Child can, upon hearing an instumental sound on tape, find the corresponding instrument and reproduce the sound when given a choice of four instruments.

2. Child can identify two sounds as same or different using the words same or different.

*3. (1)Child can, when presented with ten pairs of words, indicate whether the words are the same or different in 8 of 10 situations.

*4. (2)Child can reproduce 4 of 6 clapping patterns.

5. Child can identify an object in response to the sound it makes. Success is 4 of 6 correct. Use whistle, ball, walking, music, telephone and engine noise.

6. Child can carry out 3 related directions in sequence after hearing once without further clues.

7. Child can carry out 3 unrelated directions in sequence after hearing once without further clues.

8. Child can remember one word after a time of one minute. (Remembering a "mystery" word or "magic" word.)

*9. (3)Child can, when given a simple word, produce 2 simple words that rhyme.

MOTOR - LEVEL III

1. Child can maintain static balance on right foot for 5 seconds and left foot for 5 seconds. (Activity buildups; tiptoes, standing, kneeling, sitting with feet off ground, arms out.)

MOTOR - LEVEL III - continued

2. (1)Child can maintain flexible balance of body when walking across a 10 foot 2 x 4 inch balance beam forward, backward and sideways in an integrated manner.

3. Child can walk down at least 5 steps using alternating feet with the help of holding onto a railing or holding one hand.

4. Child can gallop forward along a 30 foot 12 inch wide path without stepping off.

*5. (2)Child can hop in a forward direction a distance of 10 feet on the left foot and 10 feet on the right foot.

6. Child can throw a ball and hit a two-foot wide stationary target 3 of 4 times by using a two-handed underhand throw from a stationary position 6 feet away.

7. Child can throw a bean bag into a wastebasket six feet away 4 of 5 times.

8. Child can catch an eight-inch ball on the fly thrown from six feet away 3 of 4 times.

*9. (3)Child can toss an eight-inch ball in the air with both hands and catch it on the first bounce 2 of 3 times.

10. Child can kick a moving ball at least 6 inches, rolled from 10 feet away.

11. Child can fold 9 x 12 inch paper in halves and quarters.

*12. (4)Child can draw a line between two boundary lines approximately 3/8" apart.

13. Child can copy a square, triangle, and X.

14. (5)Child can skip forward on alternating feet approximately 20 feet.

15. Child can write first name in manuscript using lower case - (Don).

VERBAL - LEVEL III

1. Child can verbalize sentences that have a descriptor (adjective), noun and verb pattern by responding appropriately to a stimulus picture when asked, "What do you see in the picture?"

2. Child can use the pronouns she, he, they, appropriately.

3. Child can name eight colors. (red, blue, yellow, green, orange, purple, black, brown)

4. Child can name all body parts, including fingers, toes, neck, shoulders, elbows, heel, wrist, and waist.

5. Child regularly uses possessive noun phrases, i.e., Mommy's coat, Daddy's car.

6. Given two or three sequence activities, the child will verbalize the third sequence, 2 of 3 times, i.e., "Mother cooks the food, then sets the table, what will happen next?"

VERBAL - LEVEL III - continued

7. When shown a simple action picture, child can describe activity with simple sentence.

*8. (1)Child can, when shown a simple experience picture, state simply at least three variations of the activity portrayed in the picture.

9. Child can imitate the action of the teacher and verbalize on his/her own the following spatial concepts. (far, beside, below, low, bottom, behind, middle, backward, sideways)

10. Child can, using a picture game of three frames, arrange them in sequential order and tell what is happening in each picture.

*11. (2)Child can, when presented a simple nursery rhyme, recite it accurately from memory using the appropriate verbal expression and gestures.

*12. (3)Child can name 8 of 10 pictures, (objects, people, animals, places)

13. Child can verbalize first and last name.

14. Child can verbalize address.

15. Child can use action words in complete sentences to describe three different situations.

STRATEGIES IN EARLY CHILDHOOD EDUCATION

Sequence of Performance Objectives

Item No. 87989
3500 · 10/83

Appendix D: Sequence and Performance Objectives of

Strategies in Early Childhood Education

(Waupun)

KINDERGARTEN THEMATIC UNITS GENERALIZATIONS

Animal Unit

There are many different kinds of animals.
Animals are alike and different in many ways.
Animals need food, water, air, and shelter.

Communication Unit

We communicate in many ways.
We use different things to help us communicate.

Earth Unit

We live on earth.
The earth is different in different places.
Air and sun affect the earth.

People Unit

I share a past, present and a future.
I live, work and play with others.
I have wants and needs.

Plant Unit

Plants are living things.
There are different kinds of plants.
Most plants begin from seeds and grow in different places.
Plants may look different but are alike in many ways.

DES MOINES PUBLIC SCHOOLS
SCIENCE CURRICULUM PLANNING

K

Kindergarten

Teacher_____

School_____

Topic	Key Content/Process Objectives	Planned dates of teaching	Actual dates of teaching	Comments (Achievement, attitudes, interests, etc.)
1. Color (SAPA MOD 1)	Identify/name primary colors. Identify objects by color.			
2. Shape (SAPA MOD 2)	Identify/name common 2D and 3D shapes. Identify common shapes in environment.			
3. Observing (SAPA MOD 3)	Name two or more characteristics, (color, shape, texture, size) of an object. Construct a grouping of objects on basis of characteristics.			
4. Classifying (SAPA MOD 4)	Classify objects according to variations in characteristics.			
5. Animals (KIT UNIT 2)	Animals are born or hatched; need food, water, air. Distinguish baby animals from adults.			
6. Plants (KIT UNIT 3)	Seed plants need light, air, water. Identify/name leaves and flowers.			
7. Senses (SAPA MOD 7)	Food tastes are sweet, sour, salty. Distinguish between similar/ different tastes.			
8. Comparing (KIT UNIT 5)	Things are alike/different in many ways. Identify ways to compare things.			
9. Measuring (SAPA MOD 8)	Compare objects by length, ordering from shortest to longest. Demonstrate a procedure for comparing length of two objects by using a third object.			
10. Earth (KIT UNIT 4)	Water and air are found everywhere on earth. Distinguish between night and day. Identify rain, fog, snow, ice.			
11. Temperature (SAPA MOD 5	Thermometers distinguish between warm/cool objects. Distinguish between two different temperatures with a thermometer. Distinguish between temperatures at two different times.			
12. Change (KIT UNIT 6)	All things change. Identify causes for a given change.			

KINDERGARTEN HEALTH CURRICULUM - HAPPINESS IS BEING HEALTHY

Revised 1983

The Introduction and Phase V units lend themselves to the beginning of the year. It is recommended that you use them then, even though you may be planning to teach health during the second semester. There is a mini-kit in your school media center with materials for these beginning-of-the-year units instead of in the school health traveling kits.

During the revision of the K-2 curriculum, teachers made recommendations for changes in the health curriculum so that it would articulate better with other subjects. Many worksheets have been deleted from the student packets in order to save time and paper.

Please insert this page in your teacher guide for Kindergarten Health and make the changes as you plan lessons.

Introduction Phase

Days 1-3 - No Change

Phase V - Happiness is Trying & Smiling, Sharing & Caring

Day 1 - No Change
Station IV - Art (Use any day)
Day 2-5 No change

- -

Phase I - Happiness is My Five Senses

Day 1 - Delete (Use Day 6)
Day 2-7 No change
Days 8-12 - Optional. Could use during Waupun time.

Phase II - Happiness Is My Happy Health Helpers and I

Day 1 - Delete
Days 2-3 - No change
Days 4-5 - Use career books in library
Day 6 - Film not appropriate for kdg.

Station I - School nurse weighs and measures
Station II - Delete
Station III - Total group
Station IV-V - Waupun

Phase III - Happiness Is My Healthy Smile

Day 1 - No change
Day 2 - Coordinate with Day 5.
Use Stations I & II as total group
Day 3 - No change
Day 4 - Delete
Day 5 - Use with Day 2
Days 6-7 - Coordinate
Days 8-9 - Coordinate
Day 10 - No change

Stations I & II - Use on Day 2
Stations III & IV - Delete

Phase IV - Happiness Is A Healthy I

Day 1 - No change
Use Station V as a total group
Day 2-3 - No change
Use Station IV - Art
Day 4 - No change
Use Station II as total group

Days 5-7 - No change

Station I - Optional
Station II - Use with Day 4
Station III - Delete
Station IV - Use with Day 3
Station V - Use with Day 1

Culmination - Not needed as written. Health Fair or Puppet Show with nutritious snacks for parents would be better.

SOCIAL SCIENCE DEPARTMENT
Instructional Objectives

KINDERGARTEN

STRAND	CONCEPT	OBJECTIVES
Socialization (Seattle Health)	I. I grow and develop	1. I am unique. The child recognizes his/her own uniqueness. 2. I have feelings. Others have feelings. The child can identify feelings in himself/herself and others. 3. I have friends. The child can define the meaning of friendship. 4. I am like others. I am different from others. The child can name ways in which people are the same as and different from other people.
Geography (Earth Unit)	II. I live on earth.	5. I can identify a globe, map, graph or list. The child can identify a globe, map, graph or list. 6. I know a globe is a sphere and a map is flat. The child knows a globe is a sphere and a map is flat.

(over)

SOCIAL SCIENCE DEPARTMENT
Instructional Objectives

KINDERGARTEN

STRAND	CONCEPT	OBJECTIVES
Citizenship and Socialization (People Unit)	III. I live, work and play with others.	7. I can tell the difference between work and play. The child can destinguish between work and play.
		8. I need rules to live and learn together with others. The child understands that people need rules to live and learn together.
		9. I can make decisions. The child understands that people can make decisions together. The child understands consequences of deceisions he/she have made.
		10. I help others and other help me. The child can describe some ways people work together.
	IV. Community Helpers (Taught in Seattle Health)	11. The child can name places and people who can provide help if needed. (Policeman, Blue Star home.)
History (People Unit)	V. I share a past, present and future.	12. I have a past, present and future. The child understands the concept of yesterday, today and tomorrow.
Economics (People Unit)	VI. I have wants and needs.	13. I have the same wants and needs as others. I have different wants and needs. The child is aware of the difference between needs and wants.
Communication (Communication Unit)	VII. I can communicate.	14. I can communicate with others. The child understands that he/she communicates with others in different ways.

2-14-83
CB/dd

People - Vertical Objectives

Kindergarten

- Can name ways in which people are the same/different
- Understands that he/she communicates with others in various ways

Work/Play Rules

- Can destinguish between work and play
- Understands that people need rules

Working Together

- Understands that people can make decisions together
- Can describe ways people work together
- Can name places and people who provide help

History

- Understands the concept of yesterday, today and tomarrow

Wants and Needs

- Is aware of differences between needs and wants

First Grade

History

- The past affects the present and the future
- As time passes changes take place
- Symbols of American democracy are the American flag, patriotic songs, the American eagle and famous Americans

Rules

- All groups have rules
- People make and need rules
- Rules help and protect people
- People have rights to and responsibility for safety and responsibility
- Members of groups must obey rules
- People work and play in different groups to accomplish various goals

Groups

- Individuals have responsibilities within the the groups to which they belong
- Groups have leaders and followers
- People and groups make decisions

Families

- Families have different structures
- Family members have different functions
- Family members are dependent on each other
- Families around the world are sometimes alike and sometimes different

Wants and Needs

- People have basic human needs
- People have wants and all wants cannot be satisfied

Second Grade

Neighborhoods

- Child lives in a neighborhood
- Each neighborhood has similarities and differences between groups
- Different groups contribute to neighborhoods
- Celebrations contribute to neighborhoods
- Neighborhoods can be compared to other neighborhoods around the world
- Neighborhood coopertion helps solve problems

Government

- People living in neighborhoods are governed by elected representatives

History

- Each neighborhood has a history
- Neighborhoods change
- Each school has a history
- Work allows people to buy goods and services
- Taxes pay for some services
- Distinguish between goods and services

KINDERGARTEN

The student can:

L 1. copy, complete, or extend a simple linear pattern of objects. (e. g.: aa bb cc aa bb cc, a b c d a __ c d, a b a b a __ __ __.).

L 2. form a one-to-one correspondence of two equivalent sets, less than or equal to ($\leq$) 10.

- 2.1 form complementary sets (straws to milk cartons, etc.)
- 2.2 form similar sets (large balls to smaller balls, etc.)
- 2.3 form diverse sets.
- 2.4 form sets in a variety of configurations.

L 3. classify objects by color/size/shape/function.

L 4. identify the first activity in a sequence.

N 1. label sets $\leq$ 10 with the numerals.

- 1.1 count orally.
- 1.2 identify/name any numeral.
- 1.3 name/complete any sequence of numerals.

N 2. identify first, second, or third object in a line.

G 1. identify circle, square, triangle.

- 1.1 congruent objects.
- 1.2 similar objects.
- 1.3 inside and outside of a closed curve.
- 1.4 name two properties of a given object: color, shape, mass, function, etc.
- 1.5 line (straight).

M 1. understand size, shape, and quantity relationships of objects or sets of objects.

- 1.1 big(ger)/little(st).
- 1.2 long(er)(est)/short(er)(est).
- 1.3 tall(er)(est)/short(er)(est).
- 1.4 large(r)(st)/small(er)(est).
- 1.5. same(alike)/different(unlike, not alike).
- 1.6 many(greater number of)/few(er)(least).
- 1.7 all/none/some.
- 1.8 more than(most)/less than(least).
- 1.9 equivalent sets(equal number).

KINDERGARTEN

M 2. understand position relations

- 2.1 inside/outside/on.
- 2.2 top/bottom.
- 2.3 above/below.
- 2.4 under/over.
- 2.5 first/last/next.
- 2.6 in front of/behind.
- 2.7 middle/between.
- 2.8 right of/left of.
- 2.9 high/low.
- 2.10. row/column.

M 3. understand time relations.

- 3.1 before/after (an event).
- 3.2 morning/noon/afternoon.
- 3.3 yesterday/today/tomorrow.
- 3.4 beginning/end (of an event).
- 3.5 early/late/latest.
- 3.6 young(er)(est)/old(er)(est).
- 3.7 tells time to the hour orally.
- 3.8 identify a calendar and its purpose.

M 4. understand temperature relations.

- 4.1 hot(ter)(test)/cold(er)(est).
- 4.2 cool(er)(est)/warm(er)(est).
- 4.3 identify a thermometer and its purpose.

M 5. identify penny, nickel, dime and their values.

- 5.1 identify value of a few pennies.

Appendix C: Kindergarten Instructional Objectives By Content Area

LEVEL IV INTEGRATION

VISUAL MOTOR - LEVEL IV

1. Child can, when given visual directions, move from left to right by drawing solid, broken, and/or dotted lines.

2. Child can, when presented with a geometric form, reproduce 4 of 6 forms.

3. Child can outline four different shapes even when other parts are added, four of five times.

4. Child can cut out straight and curved lines and distinguish whee to cut (approx. 12 x 2 inche/shes).

VISUAL VERBAL - LEVEL IV

1. Child can, when presented with an object, name the object and give at least four characteristics of the object.

2. Child can, when presented with a picture, describe, using complete sentences, the feelings of the person portrayed.

3. Child can use and respond with comparative terms to a sentence using size, shape, sound, color, smell, taste, touch.

4. Child can identify and use opposite terms.

5. Child can use the word NOT in three complete sentences describing like and unlike objects or activities.

6. Child can use singular and plural forms of verbs in the present and past tense in complete sentences.

7. Child can, when shown several objects, describe the spatial relationship between the items portrayed.

AUDITORY MOTOR - LEVEL IV

1. Child can, when given oral directions, distinguish body parts by moving the right and/or left side of his/her body (arms, legs, shoulder, elbows, ankles, hands).

2. Child can, when given oral directions, demonstrate his/her understanding of the following terms: forward-backward, on top-above-below, inside-outside, left-right, between, and middle.

3. Child can, when given oral directions, move from left to right by drawing solid, broken, and/or dotted lines.

4. Child can clap in response to basic rhythm.

AUDITORY VERBAL - LEVEL IV

1. Child can, upon hearing sounds made by an object, name and describe the object.

2. Child can, after listening to a story, retell the story using complete sentences.

3. Child can, after listening to three-fourths of an eight-sentence experience story, verbalize an ending to the story.

4. Child can, from memory, give first names of at least seven members of his/her class.

5. Child can, after hearing a story depicting a worker, identify four workers of the community. Example: principal, electrician.

6. Child can, when given a word, respond with a synonym and/or a definition.

7. Child can, after hearing a rhythmic phrase or sentence, supply a corresponding pattern.

8. Child can, after hearing a story or poem, describe in complete sentences an individual's feelings.

LEVEL V IMAGERY - MEMORY AND SEQUENCING

1. Child can, after being presented two-thirds of a story, supply the ending.

2. Child can recall four details about clothing worn by another child.

3. Child can, when shown a picture for five seconds, recall at least four details in the picture.

4. Child can repeat by writing, pantomiming, or verbalizing a series of four figures, letters, numbers, and/or words in proper sequence.

5. Child can pantomime, verbalize or illustrate a story he/she has heard.

6. Child can, after viewing a room which has been rearranged, recall positions of objects in the room.

7. Child can follow up proper sequence directions involving five different activities.

8. Child can recall in correct sequence a five-step activity described to him/her.

Appendix E: Teacher Evaluation Form

DES MOINES PUBLIC SCHOOLS

SCREENING FOR ENRICHMENT KINDERGARTEN

TEACHER EVALUATION FORM

Student Name_____ School_____

Teacher_____ Date_____

Auditory	Yes	No
*1. Child can, when presented with ten pairs of words, indicate whether the words are the same or different in 8 of 10 situations.	____	____
*2. Child can reproduce 4 of 6 clapping patterns.	____	____
*3. Child can, when given a simple word, produce two simple words that rhyme.	____	____
4. Child actively listens and follows through in a large group.	____	____
5. Child follows three step directions, individual and/or group.	____	____
6. Child pays attention to a short story in a large group and can answer simple questions about it.	____	____

Comment_____

_____

Auditory totals ____ ____

Visual		
*1. Child can, from a diffused background, outline six of ten items regardless of their size or position.	____	____
*2. Child can form five figures by connecting dots which are given as contextual clues.	____	____
*3. Child can visually discriminate similar objects (designs) in nine of ten exercises.	____	____
4. Child can successfully assemble a simple puzzle of five or more pieces.	____	____

Comment_____

_____

Visual totals ____ ____

Verbal	Yes	No
*1. Child can, when shown a simple experience picture, state simply at least three variations of the activity portrayed in the picture.	____	____
*2. Child can, when presented a simple nursery rhyme, recite it accurately from memory.	____	____
*3. Child can, name 8 of 10 pictures. (objects, people, animals, places)	____	____
4. Child's verbal participation in a group is relevant to the task or topic.	____	____
5. Child interacts verbally with peers and adults.	____	____
6. Child verbally states needs. (i.e. restroom, etc.)	____	____
7. Child is easily understood by others	____	____

Comment_____

_____

Verbal totals ____ ____

Motor

Gross

*1. Child can maintain flexible balance of body when walking across a 10 foot 2 X 4 inch balance beam-forward, backward and sideways in an integrated manner.	____	____
*2. Child can hop in a forward direction a distance of 10 feet on the left foot and 10 feet on the right foot.	____	____
*3. Child can toss an eight-inch ball in the air with both hands and catch it on the first bounce 2 of 3 times.	____	____
*4. Child can skip forward on alternating feet approx. 20 ft.	____	____
5. Child can walk down at least 5 steps using alternating feet with the help of holding onto a railing or holding one hand.	____	____

Fine

6. Child can use scissors, paste and supplies functionally.	____	____
7. Child can draw and color past the scribbling stage. (Depicts a person, incorporates body parts.)	____	____

Comment_____

_____

Motor totals ____ ____

Social/Self-Help	Yes	No
1. Child attends to basic needs. (Clothing, toileting, caring for personal possessions.)	____	____
2. Child works independently at a task without individual attention.	____	____
3. Child follows general rules and routines established in the classroom.	____	____
4. Child reacts appropriately to changes in the routine.	____	____
5. Child works/plays without disrupting or bothering peers.	____	____
6. Child takes turns and shares with others.	____	____
7. Child has positive attitude toward self and school.	____	____
Social/Self-Help totals	____	____

Comment_____

_____

*indicates items are included in the Waupun screening.

Appendix F: Parent Checklist

DES MOINES PUBLIC SCHOOLS

PARENT CHECKLIST FOR THE ENRICHMENT KINDERGARTEN

School _____ Date _____

Student's Name _____ Address _____

Birthdate _____ Phone Number _____

1. Does your child take a daily nap? If so, how long? _____

2. Is your child able to dress/undress self? If not, what procedures cause difficulty? _____

3. Can your child use the toilet himself/herself properly without assistance? _____

4. Does your child have a regular bedtime/time to get up? If so, what are those times? _____

5. Can your child say his/her address? _____

6. Is your child responsible for any routine household tasks? If so, what? _____

7. What are two of your child's favorite playthings? _____

8. Name two of your child's favorite television programs. _____

9. Name two of your child's favorite books. _____

10. How often is your child read a story? _____

11. What does your child like most to do? _____

12. When given an individual activity, will your child usually complete the task?

13. Has your child attended a day-care or pre-school? If so, where? _____

14. Please comment on any information you feel should be shared with school personnel that would help your child have a successful school experience. Be sure to include any health problems. (Use back of paper, please.)

Appendix G: Observation Checklist

ENRICHMENT KINDERGARTEN

Observation Checklist

GOAL	OBSERVED	NOT OBSERVED	DISCUSSED W/ TEACHER	REVIEW RECORDS	COMMENTS	ACTION	
						REMEDY	PRAISE
1.0 Materials							
1.1 Teacher materials such as desk, filing cabinet, paper, pencils, etc.							
1.2 Student materials							
1.21 Basic materials such as desks, pencils, etc.							
1.22 Materials for individual activities							
1.23 Materials for small group activities							
1.3 Other instructional materials such as chalkboards, feltboards, visual aids, rugs, etc.							
2.0 Space							
2.1 Individual student areas							
2.2 Areas for small group activities							
2.3 Areas for whole group activities							
2.4 Room for simultaneous activities							
3.0 Management system							
3.1 Planning							
3.11 Daily lesson plans							
3.12 Daily materials prepared							
3.2 Organization of student work							
3.21 Areas designated for completed assignments (i.e., posted, folders, bins, etc.)							
3.22 Designated work areas (i.e., reading centers, media centers, etc.)							

ENRICHMENT KINDERGARTEN

Observation Checklist

GOAL	OBSERVED	NOT OBSERVED	DISCUSSED W/ TEACHER	REVIEW RECORDS	COMMENTS	ACTION REMEDY	ACTION PRAISE
3.3 Evaluation and assessment							
3.31 Evidence of monitoring daily work							
4.0 Implementation							
4.1 Instruction							
4.11 Individual							
4.12 Small group							
4.13 Whole group							
4.2 Special topics emphasis							
4.21 Self concept reinforcement activities							
4.22 Use of literature to stimulate imagination, develop listening skills, etc.							
4.23 Problem solving and critical thinking skills							
4.24 Nutrition and safety							
4.3 Activities							
4.31 Psychomotor skill development, both fine and gross motor							
4.32 Reinforcement of skills basic to the kindergarten objectives (i.e., regular academic activities).							

Appendix H: Teacher Follow-Up Questionnaire

DES MOINES PUBLIC SCHOOLS
TEACHER FOLLOW UP QUESTIONNAIRE FOR THE
ENRICHMENT KINDERGARTEN PROGRAM

Communication

1. Indicate the number of parent/teacher contacts made through the following methods (i.e., average per student):

a. In school parent/teacher conferences _____
b. Enrichment program newsletter _____
c. Notes home other than the newsletter _____
d. Phone calls _____
e. Home visitations _____

2. How frequently did you confer with the following individuals about the Enrfchment Kindergarten program?

a. other Enrichment teachers
_____daily
_____weekly
_____bi-weekly
_____monthly
_____less than every month

b. regular kindergarten teachers
_____daily
_____weekly
_____bi-weekly
_____monthly
_____less than every month

c. other elementary school teachers
_____daily
_____weekly
_____bi-weekly
_____monthly
_____less than every month

d. Enrichment Program Consultant
_____daily
_____weekly
_____bi-weekly
_____monthly
_____less than every month

Curriculum

3. How (in general) was literature used in your classroom?

Uses/Goals

_____
_____
_____
_____
_____

(OVER)

4. How often were these activities incorporated into daily activities?

a. _____daily
b. _____every other day
c. _____once a week
d. _____less frequently

5. Describe activities employed to promote critical thinking and problem solving skill development.

Activity	Goal
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

6. How often were these activites incorporated into daily activities?

a. _____daily
b. _____every other day
c. _____once a week
d. _____less frequently

Outcome evaluation

7. What do you believe to be the strengths of the Enrichment Kindergarten program?

8. What do you believe to be the weaknesses of the Enrichment Kindergarten program?

9. What are your recommendations to improve the program?

School_____

Thank you for your participation.

Appendix I: Parent Follow-Up Questionnaire

DES MOINES PUBLIC SCHOOLS
PARENT FOLLOW UP QUESTIONNAIRE FOR THE
ENRICHMENT KINDERGARTEN PROGRAM

Please answer the following questions as completely as possible and return the questionnaire to the Department of Research, Evaluation, and Testing in the envelope provided. Feel free to comment on any of the questions.

1.School at which your child participated in the regular kindergarten program _____

2.School at which your child participated in the Enrichment Kindergarten program_____

3. Describe any major changes that you have observed in your child since he/she started school?

4. To what would you attribute most of these changes (please check only one of the following alternatives):

a._____Participation in pre-kindergarten experiences
b._____Participation in the regular kindergarten program.
c._____Participation in the Enrichment Kindergarten program
d._____Normal developmental changes
e._____Other (please specify)_____

5. How often were you informed of Enrichment Kindergarten activities?

a._____ Frequently
b._____ Periodically
c._____ Rarely
d._____ I was not informed

6. How often were you informed of your child's progress in the Enrichment Kindergarten program? (For example, received Enrichment Kindergarten progress report inserts in the regular report cards, or received feedback from the regular or Enrichment kindergarten teacher)

a._____ Frequently
b._____ Periodically
c._____ Rarely
d._____ I was not informed

(OVER)

7. What do you believe to be the strengths of the Enrichment Kindergarten program?

8. What do believe to be the weaknesses of the Enrichment Kindergarten program?

9. What recommendations do you have to improve the Enrichment Kindergarten program?

Thank you for your participation. Your responses will be used to examine the effectiveness of the Enrichment Kindergarten program.